



Tops Day Nursery

Inspection report for early years provision

Unique Reference Number	509660
Inspection date	18 November 2005
Inspector	Christine Coram
Setting Address	Castle Lane East, Bournemouth, Dorset, BH7 7DW
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Registered person	Cheryl Lael Hadland
Type of inspection	Integrated
Type of care	Full day care, Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Tops Day Nursery at the Royal Bournemouth Hospital opened in March 2000. It operates from 7 rooms, in a 2 storey, purpose built unit and an additional room for the holiday playscheme in the adjacent social club building. The setting is within the grounds of the hospital close to Bournemouth and Christchurch. The nursery serves hospital staff, the local area and beyond.

There are currently 207 children on roll. This includes 20 funded 3 year olds. Children

attend for a variety of sessions. The setting supports children with special needs, and children for whom English is an additional language.

The nursery opens 5 days a week, all year round. Children can attend from 06:45-18:30. The playscheme runs during the school holidays only.

The setting employs 33 staff who work directly with the children. Of these, 23 staff hold early years qualifications. There are 23 staff currently working towards a new or further recognised early years qualification.

The setting receives support from the advisory teacher from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from the vigilant hygiene routines followed by staff. Staff replace cups that are dropped on the floor, wear aprons when serving food and wash their hands before giving out the snack. Children also learn the routine of washing their own hands. They are protected through these healthy practices but do not always understand the reasons for them as conversation about them is limited. Children's health is protected well through careful procedures for medication. For example, the administration of medication is always witnessed by a second adult. Children's toileting and hygiene needs are met well as staff follow detailed procedures and by the provision of safe and accessible areas for nappy changing. Older children are able to use toilets independently as toilets and wash basins are at child-height.

Children benefit from a nutritious diet. Snacks of fruit are offered each morning and they have the opportunity to eat a healthy hot meal at lunchtime. Children who bring their own packed lunches are also offered additional items such as raw carrot and celery to supplement their meal. Conversation about why these are good for them is limited. Children with dietary needs and allergies are protected very well. Notices about each child's needs, accompanied by a photograph of the child, are displayed for staff.

Children have good opportunities to develop their physical skills. They move and negotiate space with increasing accuracy and confidence. They show good awareness of their bodies. They use tools and equipment with skill and confidence, demonstrating clear purpose.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are welcomed into very colourful, bright and light rooms. The premises are in very good condition and particularly appropriate to the needs of the children. The age groups are accommodated in different areas, each of which is safe and

comfortable. Children benefit from plenty of space to move around and play safely. The outside area is adjacent to the building so that children can access it safely. It is very securely fenced and safety surfaces add to the children's protection. Children's safety is further enhanced by the toys and equipment throughout the setting. They are of high quality and well maintained. The chairs and tables promote children's health and safety well as they are of the correct height. Play equipment is appropriate to the age of the children in each area.

Children are kept very safe through exceptional arrangements and risk assessments. These are followed vigilantly by the staff who have a good understanding of the children's needs. An example of this is the routine of informing other staff when one adult takes children from the room to the toilet. Children are further protected from accidents through the thoughtful addition of items such as finger guards and viewing panels on the doors. Children benefit from regular fire evacuation practices and staff's understanding of their role. Children are protected very well from possible abuse or neglect because staff are aware of the signs and their responsibility.

Helping children achieve well and enjoy what they do

The provision is good.

Babies are cared for well and in accordance with their own routines for sleep and feeds. They benefit from a good range of activities which are varied and balanced. Staff extend these well so that babies gain the maximum benefit from them. They explore a range of textures and handle toys which produce a range of stimulating sounds such as squeaks and rustles which they joyfully repeat. Children are valued and their language development promoted because adults talk with and respond to them. Staff hold babies and make eye contact with them, enhancing their security and comfort. Their independence is fostered, for example they are encouraged to hold the bottle as they feed.

The 2 year olds are cared for in an encouraging, cheerful and positive atmosphere. They learn and develop as staff talk to them about their activities and encourage them to count, recognise colours and look at books. Children develop socially, learning to share and work alongside others.

Children are valued and encouraged in all situations. For example, when water is spilt from the water tray, staff do not criticize, but use the incident to reinforce vocabulary such as 'splash'.

Nursery Education

The quality of teaching and learning is good. Children benefit from staff's support and involvement in their activities. Staff clearly understand their role to extend and stimulate the children's interest in their chosen activities. However, they do not always encourage children to take full advantage of the good range of opportunities offered. Planning of activities is detailed and clear with effective links to the Early Learning Goals. Honest and effective evaluations of activities helps to improve the provision. Children are challenged sufficiently throughout the sessions and less able children are well supported. Varied teaching methods ensure that each child has the

opportunity to learn. Gentle correction is used to manage behaviour and children respond well to the explanations given. The routine is varied and activities are changed to stimulate interest and provide a range of experiences. Resources are effectively organised with easy access for the children. However, the concentration of maths and literacy activities in a separate room means that these are currently under-used. Children are thoroughly observed and assessed. Careful evaluation of the observations leads to play plans for each child with a clear aim for the coming months.

Children are making good progress in all areas of learning. They show confidence and involvement in activities. They are very sociable and initiate interaction with their peers. They are aware of the boundaries for behaviour and accept them with support. They take initiative and operate independently within the setting. Children are confident speakers. They frequently use talk in their play. They love books and listen to stories with clear enjoyment. They have opportunities to write in a variety of situations and are beginning to link sounds and letters. Children show an interest in numbers and confidently count beyond 10. They play games which include counting. However, they are not always encouraged to use the maths activities offered. Children explore their environment with interest and have a clear sense of time and place. They develop skills in technology and have a basic understanding of computer operations. Children enjoy experimenting with creative materials but are not always encouraged to use the wide range that is available. They enjoy music and experiment with rhythm. Their imaginative play is well developed and they increasingly use narrative in their play.

Helping children make a positive contribution

The provision is good.

Children learn to value people from varied backgrounds and beyond their first-hand experience through the large range of positive images of culture and disability. Each child is valued as an individual which enhances their self-worth. Children with special needs benefit from the knowledge of staff and their liaison with other professionals. The Special Needs Co-ordinator is clearly aware of her role and the required processes.

Throughout the nursery behaviour is managed in a positive and effective way. Children are valued and the boundaries for behaviour are made clear to them. Each different age group of children benefit from appropriate methods to which they respond well. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. information is passed to them through daily conversations and newsletters. Posters display further information about specific events. They are invited to a parent's evening every 4 months and discuss their child's progress with the key worker. Parents can ask to see their child's file at any time and discuss this with staff. They are asked to add their own comments and sign to say they have been shown their file. Parents state that they are very happy with children's progress and extremely pleased with the care and attention given to their children's education. They also comment that staff are very forthcoming with

information about their child's progress and always discuss any issues that have arisen in the session.

Organisation

The organisation is good.

Children are protected through effective staff vetting. The procedures ensure that the staff who care for the children have the skills and experience they need. New staff are well supported and good measures are in place to ensure they know their role and the correct procedures. The operational plan works well in practice. Children are supported in their care and activities as staff are effectively deployed. Documentation is clear and up-to-date and records are stored securely to maintain confidentiality.

Leadership and management of the setting are good. The manager provides strong leadership. She has a clear vision for nursery education and appropriate expectations of the staff. She involves herself sufficiently to assess and manage the staff, achieving a good balance between management and hands-on experience. Monitoring and assessment of the educational programme is very effective and children benefit from the on-going improvements. The manager and supervisor are very committed to improving the provision in any way that they can.

The setting meet the needs of the range of children for whom they provide.

Improvements since the last inspection

At their last care inspection, the setting was asked to ensure that equipment is well maintained, ensure that young children are safely harnessed in chairs and plan a range of activities to promote children's overall development. These have been effectively addressed. Children no longer have access to broken items, enhancing their safety. Young children are harnessed in chairs at all times, increasing their safety. Less formal sessions have been introduced and children now learn through play activities. These are adapted to meet the needs of all children including those who are more able or less able and promote children's development effectively.

At their last inspection for nursery education the setting agreed to: give greater opportunities for children to select resources, work independently and spontaneously express themselves in creative activities; to provide understanding of number, shape and measure; and to improve the monitoring and evaluation of activities. Children now have excellent opportunities to select resources. This has increased their confidence and independence very effectively. There are many opportunities for creative expression that children can select during free play. Opportunities for children to increase their understanding of number, shape and measure have been increased, enhancing the educational programme and providing a balanced curriculum. All activities are now subject to excellent monitoring and evaluation so staff are able continually improve the provision.

Complaints since the last inspection

Since 1 April 2004 Ofsted have not received any complaints about this provider. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- increase the children's understanding about healthy practices and nutrition in the day to day activities

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- make sure that children are actively encouraged to take part in the good range of activities which are available including free creative play and those which support mathematical development.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk